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AUTHOR Alvir, Howard P.
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ABSTRACT

This kit contains everything needed to explain, criticize and plan, simulate, and evaluate a management by objectives (MBO) program. The kit has been field tested in state agencies, schools, businesses, and volunteer organizations. Rather than present only the strengths of MBO, this program defines MBO, presents its strong points in discussing the six imperatives of MBO (diagnose problems, specify objectives, analyze constraints, select viable alternative solutions, evaluate measurable outcomes, and implement appropriate strategy), presents samples of both good and bad objectives, and explains why MBO fails (the MBO plan does not support the institution's or department's critical activities, the MBO plan is unrealistic, the MBO planner does not have the proper authority, the MBO plan lacks support from top management, the MBO plan lacks user support, and the MBO plan is on too large scale for a first step). Also included are an MBO agenda for participants to use in analyzing the pros and cons of MBO and evaluation instruments. (Author/IRT)

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TITLE

A TEAM APPROACH TO MANAGEMENT BY OBJECTIVES WITH SPECIAL EMPHASIS ON MANAGERIAL SELF-EVALUATION

AUTHOR

Howard P. ALVIR, Ph.D.

DATE

July 1, 1976

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SUMMARY

MANAGEMENT BY OBJECTIVES (MBO) should be introduced gradually and carefully into your leadership style.

Here is a collection of EVERYTHING you need to begin MBO in your organization or team.

If this document is accepted into the ERIC collection and if you don't want to buy a microfiche or hard copy from ERIC, you have the option of requesting a LOAN COPY from

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INTRODUCTION

This kit contains everything you need to
EXPLAIN, ----------APPENDIX A —— p 5
CRITICIZE, PLAN, ----------APPENDIX B —— p 21
SIMULATE, and ----------APPENDIX C —— p 28
EVALUATE ----------APPENDIX D —— p 35
a typical management - by - objectives administration in your institution, school, agency, bureau, office, business, company, or department.

It has been fieldtested in state agencies, schools, businesses, and volunteer organizations.

Here is all you do to implement it.

Identify two people to operationalize the design. One might be yourself. Another might be a close subordinate or co-worker.

Identify one as A, the other as B. Whenever, a job is given to A, A does it. Whenever a job is given to B, B does it.

For example, A will make an oral presentation based upon the material contained in APPENDIX A, INTRODUCTION. A will explain each of the 6 guidelines contained therein.

B will make an oral presentation based on the material contained in Appendix B, SAMPLE REASONS WHY MBO FAILS. B will explain each of the 6 pitfalls described therein.

Both A and B will conduct a simple simulation as directed in APPENDIX C. The MBO AGENDA identifies the sequence of the simulation, the work page to be given to participants, the participant activity, and the product thereof.

After this, the evaluation form found in APPENDIX D is given to participants. A MATRIX ANALYSIS is performed together with an MBO ANALYSIS.

MATRIX ANALYSIS – p. 37

Don't let the term MATRIX ANALYSIS throw you.

Your involvement is simple : Open up APPENDIX D.

You add up the scores for both A and B on qq. 1 - 38 of the evaluation.

You identify your highest percentages of success and your lowest percentages of success.

You turn to the MATRIX ANALYSIS page in APPENDIX D.

You mark your high and low percentages in the proper square.

For example, your percentages on q. 1 go in the AE square.

Your percentages on q. 2 go in the KE square.

Do this for all evaluation questions.

Once this is done, you make the following analysis :

In which column (K, P, or A) were most of my successes or failures?

If the K column is high, you are strong in KNOWLEDGE ABOUT MBO.

If the P column is high, you are effective in MBO PERFORMANCE.

If the A column is high, you are excellent in MBO ATTITUDES.

After this, you make the following analysis :

In which row (O, E, or R) were most of my successes or failures?

If the O row is high, you are strong in MBO OBJECTIVES.

If the E row is high, you are critical enough to EVALUATE and SELF-EVALUATE MBO PERFORMANCE.

If the R row is high, you are versatile enough to use a wide REPERTOIRE of MBO RESOURCES.

If your highest percentages of success occur in the KO square, this means that you know quite a bit about MBO. You are strong in KNOWLEDGE OBJECTIVES.

If both you and an associate make the above MATRIX ANALYSIS, you both will know your strengths and weaknesses. In developing a management team, you must play up your strengths and improve your weaknesses.

MBO ANALYSIS — p. 38

In addition to the MATRIX ANALYSIS described above, you may wish to perform an MBO ANALYSIS.

Each question from 1 - 38 on the EVALUATION page is keyed to a specific MBO IMPLEMENTATION STEP.

In brief, you must identify your strengths and weaknesses in light of these six steps.

To help you do this, the full TEXT of the question that correlates with a specific MBO step is cited.

Working through the MBO ANALYSIS will show you where you have MBO strengths and weaknesses. This type of feedback knowledge based upon EVALUATION FORMS FILLED OUT BY CO-WORKERS is invaluable information if you use it.

A

INTRODUCTION

The topic on today's agenda is management by objectives.

Management by objectives refers to the ability to inspire teamwork and coordination through the careful selection of worthwhile and countable objectives.

After such a positive and generalized definition, one can legitimately ask, "Is there any other way to manage?"

There are a number of ways to answer this question. Let's go to the library and look up the term "management by...."

In alphabetical order, the responses found will be:

Management by exception
Management by information systems
Management by motivation
Management by objectives
Management by participation
Management by results
Management by systems

This is as good a time as any to start practicing what is being taught. The obvious process taking place today is an attempt to CONDUCT training sessions. However, management by objectives doesn't focus on process as much as on product.

In other words, from the speaker's point of view, the objective of today's session is to PRODUCE managers and leaders that understand both the pros and cons of management by objectives.

From the participant's point of view, the objective of today's session is to ANALYZE both the pros and cons of management by objectives in light of future implementation back in one's own institution or agency.

With this type of a miniature MBO approach, the success of today's encounter is judged not by the number of words said or written, but by how well each individual can look at MBO as one of several available management tools. After looking at MBO as a tool in general, each individual present should be able to weigh the pros and cons of MBO when applied to a specific potential application.

MANAGEMENT BY OBJECTIVES

MANAGEMENT BY OBJECTIVES (MBO) is a catch-all phrase that has been used to describe a wide number of productive and unproductive management techniques. According to the literature, including such authors as Harry Levinson and John Humble, MBO is a management technique that involves three phases:

I. MOTIVATIONAL ASSESSMENT

II. GROUP ACTION

III. APPRAISAL OF APPRAISERS

These three overall ingredients of a successful and effective MBO will be discussed later. Each of these three components requires an indepth psychological perspective that is dovetailed with modern management principles.

LET'S START WITH SIMPLIER DEFINITIONS AND PROCEDURES.

Management by objectives introduces two concepts: MANAGEMENT and OBJECTIVES.

MANAGEMENT refers to the ability to get valuable work accomplished through others. In certain types of bureaucratic environments, management is equivalent to leadership in the sense that certain individuals who supervise do not have a wide variety of discretionary powers to plan or reward.

OBJECTIVES refer to specific statements of purposes, expectations, and desired outcomes.

In other words, management by objectives is the ability to inspire teamwork and coordination through the careful selection of worthwhile and countable objectives.

WORTHWHILE OBJECTIVES refer to objectives that resolve both institutional and local problems by diagnosing underlying needs.

COUNTABLE OBJECTIVES refer to solutions that can be implemented and gradated on a measurable basis. Whenever a leader or manager feels that it's almost impossible to keep score, the manager can be fairly certain that the objective aimed at is not countable.

After the above increase in MBO vocabulary, the reader should be aware of the fact that this presentation will take both an EXPOSITORY and a CRITICAL approach to MBO.

To place the expository approach in a nutshell, management by objectives (MBO) can be summed in six imperatives:

1. Diagnose problems
2. Specify objectives
3. Analyze constraints
4. Select viable alternative solutions
5. Evaluate measurable outcomes
6. Implement appropriate strategy

A few words of wisdom can be given to guide the beginner in each of the above six guidelines. Obviously, these pearls of experience are based upon typical easy to commit errors.

1. Managers tend to begin MBO by sincerely declaring in a very friendly voice, "If the people who work under me would only tell me what is needed, management will try to achieve it." On the other hand, staff members often begin MBO by assuming, "If management will only tell us what the goals and problems are, we would come up with some worthwhile suggestions."

The manager who refers to people WORKING UNDER HIM is forgetting that the usual chain of command uses such expressions as people REPORTING TO A SPECIFIC MANAGER. Even in the beehive, production is maintained by a harmonious mixture of both HONEY and AUTHORITY. In the beehive, the queen bee obviously wants honey for herself and for all members. The intricat chain of command goes from top to bottom. Often, it is the lowly worker bee that locates the honey and realizes which barriers must be overcome in order to keep up productivity.

The point here is that collaboration among all levels is essential in order to make the organization work together. The big difficulty is the temptation to accept every suggestion from influential individuals before trying to find out what the real problem is. Obviously, it would be ridiculous to think of the situation wherein the worker bees would change the object of productivity from honey to steel. On the other hand, it would be just as ridiculous for the queen bee to lay down the regulation, "Every pink flower must be drained before going on to the other colors."

2. A well stated objective is behavioral or operational in the sense that action verbs are stated as precisely as possible. This means that a VISIBLE ACTIVITY is given to a SPECIFIC PERSON to be done in a SPECIFIC TIME PERIOD with a PRESPECIFIED LEVEL OF MEASURABLE SUCCESS.

In additon, objectives usually gell in a hierarchy ranging from most important to least important.

Objectives should be chosen that actually reflect the needs and concerns of the institution or agency trying to achieve specific purposes. In addition, objectives should imitate the honey objective in the beehive in the sense that both the queen bee and the worker bee want and need honey. The temptation to simplify all this to money is obviously a search for a panacea that really isn't that multipurpose.

Objectives concentrate on output, rather than on input or on processes that lead to final productivity. Thus, the purpose of an explanation such as this on MBO is not to CONDUCT a training session, but to PRODUCE managers and leaders that understand both the pros and cons of management by objectives.

3. Limitations, constraints, or barriers often take the forms of laws, established traditions, or human attitudes. Thus, just as the researcher is concerned with the search for more truth, the practitioner must be concerned with the necessitity to solve specific local problems.

Some of these barriers can be summarized in data, people, and things which

Abide by tradition
Abide by last year's agenda
Abide by the "timetables"
Abide by last year's calendar
Abide by the "regulations"
Abide by last year's interpretations
Abide by the "book"
Abide by last year's problems

These ABIDING problems will be encountered by anyone trying to introduce a MBO approach.

These abiding and enduring problems pop up regardless of the leadership style of a specific manager.

4. Look around in a variety of places before presuming all the local sources of solution have been dried up. The process of selecting viable alternative solutions is one that involves consulting several different sources.

The individual whose shield is emblazened with the motto, "Follow my immediate supervisor," is obviously obedient enough to pass muster. However, such an individual must be even more resourceful in order to cut the mustard.

It is easy for certain inactive individuals to select the turtle as HERO.

After all, turtles apparently live so long because they're very inactive in a productive sense. Turtles have been imitated for centuries by exhausted coolies who labor for two or three hours moving a pile of sand from the left to the right in the morning. After all, in the afternoon the sand will be moved back again to the righthand side. So, why worry and get all excited about a few grains of sand?

5. Evaluation is a yardstick. This yardstick must be spelled out in terms of countable success. In addition, the yardstick must allow for quality measures.

One easily countable measure is the number of pages produced in a specific day by an individual. When computer printouts enter the picture, it is even possible to weigh the paperwork rather than read it.

There are other alternatives. There once was a branch manager of a wholesale travel advisory group that tried to rethink working conditions in terms of MBO. After deciding that prompt service to customers and phone calls was the number one priority, the manager did not get upset when the typist began to play cards while waiting for the next order to arrive in the mail or by phone. After all, as soon as an order came in, all cards were placed on the table while every staff member tried to get the order processed as quickly as possible.

Obviously, there are certain situations wherein card playing would be ridiculous even though it seems to be in line with the productivity norms of management by objectives. The ability to strike a happy harmony between attendance hours, productivity, and public reaction is essential in any practical application of MBO to a bureaucracy.

Yet, there is something to be learned from the travel agency example. Managers and leaders do have some rewards. The manager must be willing to evaluate himself against what has to be done. Non-hostile checks and balances exist to increase productivity.

6. In order to carry out an appropriate strategy, the anticipated rewards and advantages must be clearly spelled out. Frequent measures of progress and accruing advantages can keep people motivated without having recourse to a constant prod or a carrot on a stick.

Management merges into leadership by:

1st Developing commitment to organizational goals and objectives.

2nd Delegating responsibility and authority rather than abdicating these two vital resources.

3rd Stressing organizational improvement rather than mere survival.

4th Making decisions no one else can make and not making decisions that others should make.

5th Being both task-oriented (insisting that goals be met) and considerate (friendly and helpful).

The five steps of this gradual transformation of management into leadership provide ways to promote both quality and productivity.

From a more CRITICAL perspective, writers such as Harry Levinson look at MBO as a VAST CONCEPTION with only HALF VAST APPLICATIONS.

Imitating the Roman gladiator, writers such as Levinson say "Thumbs up" to MBO as a conceptual approach that offers great promise. However, similar writers say "Thumbs down" to MBO as a slightly disguised form of manipulation based upon a reward-punishment psychology that is self-defeating. Such critics of MBO cite increased pressure on individuals, hostility, resentment, and distrust between a manager and subordinates.

It is necessary for the would-be practitioner of MBO to be aware of these serious and valid objections. Many of these objections hinge around deep emotional components of human motivation and the tendency to forget about the quality of performance when too much stress is laid upon quantification.

It is possible to elaborate on the psychological criticisms of MBO. Rather than belabor the point, it is also good to look at some technical criticisms of beginning efforts at MBO.

One of the most common difficulties for a beginner in MBO is the constantly recurring problem of coming up with objectives that are of the type called FOR MOTHERHOOD AND AGAINST SIN.

Here is one sample vague objective of the above mentioned type:

> Our Department will:
>
> > ATTAIN, CONTAIN, and MAINTAIN the highest possible degree of quality.

The poetry of the three verbs (attain, contain, and maintain), might get a C+ in versification, but it doesn't merit a passing grade in management by objectives. Such an objective is much too vague.

A manager has made the TRANSITION from vague objectives to specific objectives when THE HIGHEST POSSIBLE QUALITY is spelled out in details such as CONDUCTING TRAINING AND DEVELOPMENT PROGRAMS.

In addition to the transition from vague to specific objectives, the manager who wishes to employ MBO must make the transition from activities to results. Thus, instead of proclaiming, "Our Department will conduct training and development programs," the results-oriented manager states, "Our Department will train a certain number of employees according to standards that will achieve the following specified results."

Thus, several transitions emerge:

> The transition from vague goals to specific goals.
>
> The transition from specific activity description goals to results-oriented objectives.

There is one more transition to make:

The transition from POOR OBJECTIVES
to BETTER OBJECTIVES.

In other words, a poor objective is a specific and results-oriented objective that ignores certain details. A better objective is the same objective revised and augmented to specify who, what, and when. Thus, a better objective for quality, training, and improved manpower would be: By July 1st of this year, the personnel director and three outside consultants will train 15 new employees in order to make them capable of supervising a normal work load in the applications department.

SAMPLE OBJECTIVES

Type: For motherhood and

Against sin

1. To attain and maintain the highest possible degree of quality (for a quality control manager).

2. To provide expert financial and accounting advice (for a financial manager).

3. To design a product of the greatest consumer appeal at the lowest cost of production (for a design engineer).

4. To formulate and recommend programs that will promote employee interest and morale (for a personnel manager).

5. To purchase raw materials and supplies in accordance with specifications (for a purchasing manager).

6. To advise and counsel the company's managers in the preparation of both short- and long-range plans as an aid in achieving the company's objectives (for a planning manager).

7. To support the production department by providing well-thought-out recommendations on matters such as operational layout, work flow, and manufacturing processes (for an industrial engineering manager).

8. To enhance the company's image in the eyes of the buying public by securing the placement of publicity favorable to the company in media such as newspapers, magazines, radio, and television (for a public relations manager).

SAMPLE OBJECTIVE

Type: General Goal

Spelled Out in Countable Results

OBJ-1

"Our objective is to achieve the number one quality reputation for our company in the industry. This objective will be accomplished when:

"The number of field service calls does not exceed x percent.
"The in-plant reject rate is x percent or less.
"Warranty costs are less than x percent of sales.
"Labor and materials cost for rework does not exceed x percent.
"The company's product is rated in the first two positions for at least eight out of ten times in the monthly issues of Consumer Highlight's magazine."

OBJ-2

"To meet manpower requirements of the company by formulating and conducting training programs that will achieve the following results:

"A replacement has been trained and is qualified for promotion for each job at Salary Level 15 or above.
"Three graduate mechanical engineers are capable of promotion to the senior level.
"Twelve foremen have completed and achieved a grade of 80 or better in the course 'Basic Supervisory Techniques for Foremen.'
"At least 4 stationery engineers have completed the necessary training and have secured the license for First Class.
"Twenty clerk-typist trainees have completed typing Course A and are able to type copy at the rate of at 50 words per minute."

OBJ-3

"The credit manager will have performed his job in a satisfactory manner when:

"Credit limits have been established for all accounts.
"Credit applications are approved or disapproved within two days of receipt in 98 percent of the cases.
"Accounts receivable are collected within 30 days for 60 percent of outstanding receivables and 45 days for 38 percent of receivables.
"Bad debts do not exceed 2 percent of sales for the year.
"No loss of sales results from the above."

/

OBJ-4

"The manager of development engineering will have performed satisfactorily when he achieves the following results. (Many development projects require more than one year to reach fruition, and usually the objective cover more than the one-year period used in this illustration.)

"Development costs are within a plus or minus 5 percent of budget for 98 percent of projects.
"At least three new products reach the commercial stage and each achieves the sales and returns specified by company policy.
"Savings of at least $50,000 are realized through the improvement of present products. These savings may result from reductions in labor, materials, or equipment.
"Move Project A to a position where a "go" or "no go" decision may be made by September 1."

SAMPLE OBJECTIVE

Type: From activity to results

1. Activity: To conduct training and development programs.

   Result: To train a certain number of employees according to standards that will achieve certain specified results.

2. Activity: To provide engineering services to the operating divisions.

   Result: To effect savings in plant and equipment costs through achieving X, Y, and Z results.

   Result: To reduct design engineering costs and rebuild cost from present 17.3% to 15% without reducing quality of design and manfacture of equipment.

3. Activity: To conduct market research studies to improve the sale of company products.

   Result: To select by July three test markets for testing new Product B.

SAMPLE OBJECTIVE

Type: From poor (relative terms)

To better (specific who, what, when)

Poor: To achieve a reasonable improvement in the time required to prepare and distribute the monthly report of operations.

Better: To reduce by 5 to 15 percent the time required to prepare and distribute the monthly report of operations.

Poor: To effect as much reduction as possible in the cost of operating the law department.

Better: To reduce the cost of operating the law department by 10 to 30 percent.

Poor: To direct the quality assurance function in a manner sufficient to meet anticipated needs.

Better: To improve product quality by recommending inspection procedures designed to detect 80 percent of substandard products.

B

SAMPLE REASONS WHY MBO FAILS

In addition to the obvious, that is, poor planning, there are many reasons why MBO attempts can fail.

There is nothing original about the following six possible reasons for MBO failure:

1. The MBO plan does not support the institution's or department's critical activities.
2. The MBO plan is unrealistic.
3. The MBO planner does not have the proper authority.
4. The MBO plan lacks support from top management.
5. The MBO plan lacks user support.
6. The MBO plan is on too large scale for a first step.

PROBLEM NUMBER 1

THE MBO PLAN DOES NOT SUPPORT THE INSTITUTION'S OR DEPARTMENT'S CRITICAL ACTIVITIES

Departments and agencies have been operating on activities for many years. It is only recently that the term "objectives" has been introduced. The term "management by objectives" is even more recent.

In spite of the fact that management by objectives is not merely work scheduling, one good way to introduce MBO is to apperd it as an extra element to work scheduling.

This extra element would give middle managers just a little bit more latitude over details in ongoing activities. Success in these little activities would provide a basis for an enlargement of the MBO application.

The point here is not to start small, as if a large plan were completely prohibited. The point here is to make sure that whatever MBO touches gains demonstrable support by enhancing the operating efficiency of key activities already going on.

In other words, introducing the concept of MBO as something revolutionary and completely new is likely to doom the program to oblivion. Unless MBO is seen directly linked to improving the efficiency of ongoing activities, any MBO plan is likely to have low priority in the distribution of available resources, personnel, and time.

PROBLEM NUMBER 2

THE MBO PLAN IS UNREALISTIC

To claim that a MBO plan is unrealistic is simply another way of saying that it is far-fetched. Far-fetched means that the MBO plan does not respond to the known problems of the organization, institution, or department.

Here are some typical reactions of managers to unrealistic MBO plans.

> The plan seems to be lacking complete documentation.
>
> Little evidence is presented that the MBO plan offers an orderly and progressive development.
>
> The MBO plan seems very risky.
>
> This MBO plan is based on technology, personnel, and budget that have not yet been apportioned.
>
> The MBO plan seems to ignore our existing equipment and staff.

The MBO plan offers a drastic switch from existing procedures that have worked in the past.

This MBO plan offers little cost-benefit analysis in justification for the sudden changeover.

The MBO plan seems to be changing things so much that it is certain to cause disorder.

The people here just simply wouldn't accept the type of MBO plan being offered.

Only one or two people in the upper echelon seem to have any idea of what is meant by MBO in this organization.

The MBO plan sounds great, but the vocabulary level seems much too advanced.

This MBO plan would have been accepted if things had just been done in a more orderly fashion and on a smaller scale.

PROBLEM NUMBER 3

THE MBO PLANNER DOES NOT HAVE THE PROPER AUTHORITY

There is only so much a middle manager can do to introduce MBO into the operation.

After all, a middle manager has only so much authority to do the following:

Gather information

Direct the use of departmental resources

Formulate goals

Control budget line items

Plan interdepartmental and interagency systems

Change, add, modify, and delete plans in the space of a day or two

Make decisions that don't have to be approved from on high

Looking over the above data gives the distinct impression that a middle manager can introduce MBO in an orderly and incremental fashion IF a careful analysis is made of the CONSTRAINTS surrounding any given job title and job responsibilities.

PROBLEM NUMBER 4

THE MBO PLAN LACKS SUPPORT FROM TOP MANAGEMENT

It is always possible for a MBO revolution to occur at the bottom and work its way up to the top. However, such a revolution would probably have to be called the QUIET REVOLUTION.

Obviously, top management support is needed. This is especially evident in the ability of top management quickly to establish, fund, and encourage activities that are in line with key organizational activities.

Whenever a middle manager goes beyond the authority of the job title, a risk is being taken.

Any unauthorized activity with the slightest trace of being illegal may eventually cause a backlash from top management. An idea that would have been accepted on a small scale can become the subject of a memo that prohibits all future experimentation on even the smallest scale.

PROBLEM NUMBER 5

THE MBO PLAN LACKS USER SUPPORT

Middle managers sometimes complain that top management will not accept the MBO process. This is very discouraging to the middle manager who wants to try out a new technique in order to improve efficiency, productivity, and accountability.

What the middle manager sometimes fails to realize is the fact that the staff reporting to the middle manager are sometimes left out in the cold. This means that MBO implementations are made without any active involvement of the staff responsible for implementation.

Let's call middle management the originator of the MBO plan. Then, staff reporting to middle management will be called the users of the MBO plan. With this terminology, it becomes obvious that one of the best ways for the originator to involve the users is to make sure that the users contribute to the development of the MBO plan every step of the way. Such formative involvement usually gains the strong support of users.

PROBLEM NUMBER 6

THE MBO PLAN IS ON TOO LARGE SCALE FOR A FIRST STEP

Many radio engineers, who are able to put together a complex piece of electronic gear, started years ago putting together a crystal set. A crystal set is a very simple radio that contains no more than a half dozen pieces of electronic equipment.

Any of us who have ever put together a crystal set recall how difficult it was to put these simple pieces together THE FIRST TIME. After a few experiments, making a crystal set became child's play and quite obviously below the capability of an experienced crystal set assembler.

Tying things together is an important part of assembling a crystal set or a complex piece of electronic equipment. Sometimes, the difficulty will lie in learning how to use the soldering iron. At other times, the difficulties will come from the complex interactions of the various component parts.

MBO is closer in complexity to a complicated piece of electronic gear more than to the complexity found in a simple crystal set. If the component parts of MBO are put together on too large a scale without linking in each component, the MBO plan may become short circuited and ineffective. In such a situation, the MBO plan may be too complex for the originator to find out exactly which pieces aren't interconnected.

In other words, the over-ambitious MBO plan needs some advice.

The advice is simply this. The MBO planner must start with existing activities in order to focus attention on solving existing problems. After a few organizational problems on the complexity level of a crystal set have been solved, the MBO planner is ready to tackle problems a little bit bigger.

In other words, a good track record is needed before going on to a complex overhaul of the existing organization through MBO planning. Many planners have learned to jog by starting off with 50 foot races. After a while, a 100 yards seem short because just yesterday the jogger was able

to do 3 miles non-stop. The point is obviously that a beginning jogger doesn't start with a 3 mile non-stop race. The beginning jogger starts with a 50 foot race. In many instances, the first 50 foot race seems quite an ordeal to the inexperienced jogger. But, after a while, things seem to pick up.

It's much the same way with MBO. Setting up one small MBO plan and giving it enough time to iron out the bugs is one good way to gain the experience necessary to set up a slightly larger MBO plan.

Looking over the above six problem areas and the solutions, one is tempted to ask, "Where did these ideas come from?"

The answer is obvious to the author. The preceding principles originate partly from literature searches of MBO in the ERIC system. In addition to literature searches, professional journals and articles in related areas such as business management, finance, the stock market, computer decisions, electrical design, reading research, educational technology, management theory, and other interdisciplinary areas have been consulted. The message seemed to be loud and clear:

Think big
Start small
Profit from mistakes
Bite off only a chewable amount of MBO

Such advice is obviously not original. However, the difficulty is not in understanding the advice but in practicing it. This is part of the discipline of productivity encouraged by MBO planning.

MBO AGENDA

Participants ANALYZE both the pros and cons of MBO in light of future implementation back in one's institution or agency

C

Sequence	Work page	Instructor Activity	Participant Activity	Product
IA		A orients: – words (DATA) – skills (THINGS) – values (PEOPLE)	A. Listen B. Write: .questions .reactions .career goals C. Value middle management as a time for 1. Perspective (DATA) 2. Growth (SKILLS) 3. Influence (PEOPLE)	. List of questions (DATA) . List of reactions (PEOPLE) . List of career goals (THINGS)
IB	MBO Agenda	A helps group analyze MBO Agenda B elicits group response	A. Read MBO Agenda B. Categorize questions, reactions, and goals into agenda	. Agenda (pre-specified) correlated with audience (spontaneous) expectations
IIA	1	A orally probes traits essential for proper use of MBO B records the group reaction	A. Read workpage 1 B. Express viewpoint (necessary or unnecessary) C. Sound out group consensus D. Write out only the essentials	. Workpage 1 filled in with at least 5 manager traits classified as necessary or unnecessary for proper use of MBO
IIB	2	A elicits group categorization of traits into 6 MBO steps	A. Read workpage 2 B. Categorize necessary and unnecessary traits into 6 MBO steps C. Write out a meaningful application of each of the 6 MBO steps	. Workpage 2 filled in with at least one meaningful application of each of the 6 MBO steps
IIIA	3	B orally probes the group for pros and cons of MBO A records the group reaction	A. Read workpage 3 B. Explain one's reaction pro and con to MBO C. Write out the 3 most significant advantages (3 pros) and disadvantages (3 cons) of MBO	. Workpage 3 filled in with at least 3 advantages and 3 disadvantages of MBO

Sequence	Work page	Instructor Activity	Participant Activity	Product
IIIB	4	B elicits a group analysis of the pros and cons in terms of 6 common MBO errors	A. Read workpage 4 B. Reinterpret advantages (pros) and disadvantages (cons) in terms of errors that can be remedied C. Write out at least 2 remedies each for 3 personally recognized MBO errors	. Workpage 4 filled in with at least 6 remedies to common MBO errors
IV	5	A answer questions from participants B asks questions to participants	A. Read workpage 5 B. Ask questions of LAC C. Clarify to HPA what written D. Work . fast . on one's own . with the amount of supervision personally chosen	. Workpage 5 filled in . on paper . in one's head . in 15 minutes or less . with minimum difficulty . with spontaneity . with creativity . with group interaction
V		A evaluates . participants . A . B	A. Evaluates . self (share) . group (react) . HPA and LAC (suggestions for next time) B. Weighs the pros and cons of "Can I use MBO?" and "When? How?"	. Awareness of the latest MBO . traits . implementation steps . pros, cons . implementation errors . and remedies . Opportunity to try out a new management tool in an environment that is . simulated . safe . fail-safe

Workpage 1

Necessary and Unnecessary Manager Traits for Proper Use of MBO

DIRECTIONS: List and describe your most obvious manager traits in section 1. Check if NECESSARY or UNNECESSARY for MBO in section 2. Explain your decision in section 3.

Section 1	Section 2		Section 3
Name and description of obvious manager traits.	NECESSARY for MBO	UNNECESSARY for MBO	An explanation of the decision made in section 2.
TRAIT 1			
TRAIT 2			
TRAIT 3			
TRAIT 4			
TRAIT 5			

Workpage 2

Six Illustrated MBO Implementation Steps

DIRECTIONS: On the basis of workpage 1 and group discussion, reclassify MBO traits into the appropriate step listed below.

MBO Step 1	Diagnose Problems	MBO Step 4	Select Viable Alternative Situations
MBO Step 2	Specify Objectives	MBO Step 5	Evaluate Measurable Outcomes
MBO Step 3	Analyze Constraints	MBO Step 6	Implement Appropriate Strategies

Workpage 3

Some Pros (ADVANTAGES) and Cons (DISADVANTAGES) of MBO

PROS (ADVANTAGES) of MBO	CONS (DISADVANTAGES) of MBO
DIRECTIONS: Write out 3 significant advantages (3 pros) to MBO.	DIRECTIONS: Write out 3 significant disadvantages (3 cons) to MBO.
1.	1.
2.	2.
3.	3.

Workpage 4

MBO Errors That Can Be Remedied

DIRECTIONS: Reclassify workpage 3 items into the following error type categories.

Error I	MBO plan is irrelevant to institution or department	Error IV	MBO plan lacks support from top management
Symptoms:		Symptoms:	
Remedy:		Remedy:	
Error II	MBO plan is unrealistic	Error V	MBO plan lacks user support
Symptoms:		Symptoms:	
Remedy:		Remedy:	
Error III	MBO plan lacks the proper authority	Error VI	MBO plan is on too large a scale for a first step
Symptoms:		Symptoms:	
Remedy:		Remedy:	

Workpage 5

An MBO Work Plan in Six Steps

DIRECTIONS: Follow the instructions found in each section.

1 DIAGNOSE Problems:

A. Name 5 major problem areas.

B. Circle the one to be solved via MBO.

1. _____
2. _____
3. _____
4. _____
5. _____

2 SPECIFY Objectives

A. Write one countable objective for the problem circled in step 1.

B. Specify the minimum acceptable count.

1. One countable objective:

_____

_____

2. The minimum acceptable count:

_____

_____

3 ANALYZE Constraints:

Specify one thing your boss, organization, regulations, laws, or budget would let you do in the objective specified in step 2.

Specify one thing your boss, organization, regulations, laws, or budget would not let you do in the objective specified in step 2.

4 SELECT Viable Alternative Solutions:

Specify at least three ways to achieve the objective specified in step 2.

1. _____

_____

2. _____

_____

3. _____

_____

5 EVALUATE Measurable Outcomes:

Specify at least one outcome of the objective specified in step 2 that will impress your boss, yourself, and your staff.

BOSS: _____

SELF: _____

STAFF: _____

6 IMPLEMENT Appropriate Strategies:

Where do you foresee MBO success?

What can be done to reinforce gains?

Where do you foresee MBO failure?

What can be done to cut losses?

In the following ratings, AA= Above average
A= Average
BA= Below average

D

EVALUATION

Circle the rating after each comment that applies to the presenter being evaluated. (Each presenter is expected to use at least some of the following specifics to help you learn.)

Comment	A	B
1. Listened to my viewpoint.	(1) AA A BA	(1) AA A BA
2. Perceived my main idea.	(2) AA A BA	(2) AA A BA
3. Probed my initial reactions.	(3) AA A BA	(3) AA A BA
4. Advanced my perspective.	(4) AA A BA	(4) AA A BA
5. Answered my formal questions.	(5) AA A BA	(5) AA A BA
6. Answered a number of my questions before I asked them.	(6) AA A BA	(6) AA A BA
7. Presented ideas clearly.	(7) AA A BA	(7) AA A BA
8. Guided the group reaction with desirable direction.	(8) AA A BA	(8) AA A BA
9. Responded to relevant group questions.	(9) AA A BA	(9) AA A BA
10. Redirected irrelevant questions back to the topic.	(10) AA A BA	(10) AA A BA
11. Avoided unnecessary verbiage.	(11) AA A BA	(11) AA A BA
12. Followed up theory with practical on-the-job examples.	(12) AA A BA	(12) AA A BA
13. Used anecdotes, humor, quotations, and comparisons to clear up issues.	(13) AA A BA	(13) AA A BA
14. Stayed with the topic, objectives, agendas purpose of today's session.	(14) AA A BA	(14) AA A BA
15. Suggested applicable reading, sources of information, and followup materials.	(15) AA A BA	(15) AA A BA
16. Specified things I could do to apply today's topic in a variety of circumstances.	(16) AA A BA	(16) AA A BA
17. Kept things moving.	(17) AA A BA	(17) AA A BA
18. Cleared up misunderstandings.	(18) AA A BA	(18) AA A BA
19. Did more than just talk.	(19) AA A BA	(19) AA A BA
20. Presented his viewpoint and opinions without trying to force or impose them.	(20) AA A BA	(20) AA A BA
21. Agreed with my professional experience.	(21) AA A BA	(21) AA A BA
22. Lived up to or surpassed my expectations.	(22) AA A BA	(22) AA A BA
23. Made me feel that I could contribute to today's session, discussion, topic, or purpose.	(23) AA A BA	(23) AA A BA
24. Helped me learn something worthwhile today.	(24) AA A BA	(24) AA A BA
25. Seemed to be well prepared.	(25) AA A BA	(25) AA A BA
26. Demonstrated an awareness of my concerns or of the group's concerns.	(26) AA A BA	(26) AA A BA
27. Stressed both the pros and cons of today's topic.	(27) AA A BA	(27) AA A BA
28. Did more than go through the motions.	(28) AA A BA	(28) AA A BA
29. Was able to improvise and still stay on the topic.	(29) AA A BA	(29) AA A BA
30. Handled difficult questions or difficult participants well.	(30) AA A BA	(30) AA A BA
31. Sensed the group's position as well as the position of vocal oddballs.	(31) AA A BA	(31) AA A BA
32. Stressed the basics.	(32) AA A BA	(32) AA A BA
33. Seemed to practice what he advocated.	(33) AA A BA	(33) AA A BA
34. Made good use of the time available.	(34) AA A BA	(34) AA A BA
35. Opened up some worthwhile perspectives for me.	(35) AA A BA	(35) AA A BA
36. Avoided overdoing, overreacting, or overemphasizing.	(36) AA A BA	(36) AA A BA
37. Made a good impression on me.	(37) AA A BA	(37) AA A BA
38. Achieved today's objective(s).	(38) AA A BA	(38) AA A BA

The best thing(s) about A was (were):

The best thing(s) about B was (were):

My suggestion(s) to A is (are):

My suggestion(s) to B is (are):

Matrix Analysis of Workshop Evaluation

KO	PO	AO
☐Advanced my perspective. ☐Answered my formal questions. ☐Helped me learn something worthwhile today. ☐Stressed the basics.	☐Stayed with the topic, objectives, agendas, purpose of today's session. ☐Responded to relevant group questions. ☐Sensed the group's position as well as the position of vocal oddballs.	☐Guided the group reaction with reasonable direction. ☐Made me feel I could contribute to today's session, discussion, topic, or purpose. ☐Handled difficult questions or difficult participants well. ☐Avoided overdoing, overreacting, or overemphasizing.
KE	**PE**	**AE**
☐Cleared up misunderstandings. ☐Agreed with my professional experience. ☐Opened up some worthwhile perspectives for me. ☐Perceived my main idea.	☐Probed my initial reactions. ☐Avoided unnecessary verbiage. ☐Specified things I could do to apply today's topic in a variety of circumstances. ☐Seemed to practice what he advocated. ☐Made good use of the time available. ☐Achieved today's objective(s).	☐Listened to my viewpoint. ☐Presented his viewpoint and opinions without trying to force or impose them. ☐Lived up to or surpassed my expectations. ☐Demonstrated an awareness of my concerns or of the group's concerns. ☐Made a good impression on me.
KR	**PR**	**AR**
☐Answered a number of my questions before I asked them. ☐Presented ideas clearly. ☐Used anecdotes, humor, quotations, and comparisons to clear up issues. ☐Stressed both the pros and cons of today's topic.	☐Redirected irrelevant questions back to the topic. ☐Followed up theory with practical on-the-job examples. ☐Suggested applicable reading, sources of information, and followup materials. ☐Seemed to be well prepared.	☐Kept things moving. ☐Did more than just talk. ☐Did more than go through the motions. ☐Was able to improvise and still stay on the topic.

Analysis of Workshop Evaluation Based Upon
Six Illustrated MBO Implementation Steps

MBO Step 1 — Diagnose Problems	MBO Step 4 — Select Viable Alternative Situations
Listened to my viewpoint. Responded to relevant group questions. Avoided unnecessary verbiage. Used anecdotes, humor, quotations, and comparisons to clear up issues. Did more than just talk. Stressed the basics.	Advanced my perspective. Suggested applicable reading, sources of information, and followup materials. Made me feel that I could contribute to today's session, discussion, topic, or purpose. Stressed both the pros and cons of today's topic. Was able to improvise and still stay on the topic. Opened up some worthwhile perspectives for me.
MBO Step 2 — Specify Objectives	**MBO Step 5 — Evaluate Measurable Outcomes**
Perceived my main idea. Presented ideas clearly. Redirected irrelevant questions back to the topic. Presented his viewpoint and opinions without trying to force or impose them. Handled difficult questions or difficult participants well.	Probed my initial reactions. Kept things moving. Lived up to or surpassed my expectations. Helped me learn something worthwhile today. Did more than go through the motions. Avoided overdoing, overreacting, or over-emphasizing. Made a good impression on me. Achieved today's objective(s).
MBO Step 3 — Analyze Constraints	**MBO Step 6 — Implement Appropriate Strategies**
Answered my formal questions. Answered a number of my questions before I asked them. Cleared up misunderstandings. Agreed with my professional experience. Seemed to be well prepared. Demonstrated an awareness of my concerns or of the group's concerns. Made good use of the time available.	Guided the group reaction with desirable direction. Followed up theory with practical on-the-job examples. Stayed with the topic, objectives, agendas purpose of today's session. Specified things I could do to apply today's topic in a variety of circumstances. Sensed the group's position as well as the position of vocal oddballs. Seemed to practice what he advocated.